

PAPER 1: READING

Part 1 (Questions 1–12)

3

Emotional Intelligence – The Key to Success

Daniel Goleman examines the 'people skills' that are essential for a place at the top of your profession

A The rules for work are changing. We are being judged by a new yardstick – not just by how clever we are, or by our training and expertise, but also by how well we handle ourselves and each other. This yardstick is increasingly used in choosing who will be hired and who will not, who will be passed over and who will not. The new rules can be used to indicate who is likely to become a star performer and who is most prone to mediocrity. And, no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs. These rules have little to do with what we were told at school was important. The ability to do well in examinations is largely irrelevant to this standard. The new measure takes it for granted that we all have enough intellectual ability and technical know-how to do our jobs. It focuses instead on social skills and personal qualities, such as initiative and empathy, adaptability and persuasiveness – the 'people skills' that make up what is now commonly referred to as emotional intelligence.

B In a time when few guarantees of job security have led to the very concept of a 'job' being rapidly replaced by 'portable skills', personal qualities begin to play an important role in the workplace. Talked about loosely for decades under a variety of names, from 'character' and 'personality' to 'soft skills', there is, at last, a more precise understanding of these human talents as well as a new name for them. 'Emotional intelligence' is generally defined as the ability to monitor and regulate one's own and others' feelings, and to use feelings to guide thought and action. In our work-life it comprises five basic elements: self-awareness, self-regulation, motivation, empathy and adeptness in social relationships. There is a common assumption that it simply means 'being nice'. However, at strategic moments it may demand not 'being nice', but rather, for example, bluntly confronting someone with the uncomfortable truth. Nor does emotional intelligence mean giving free rein to feelings – 'letting it all hang out'. Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly towards their common goal.

C More and more businesses are seeing that encouraging emotional intelligence skills is a vital component of management philosophy. And the less straightforward the job, the more emotional intelligence matters – if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have. There are many examples of people who have risen to the top notwithstanding flaws in emotional intelligence, but as work becomes more complex and collaborative, companies where people work together best have a competitive edge. In the new workplace, with its emphasis on teamwork and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world.

D Whereas one's IQ undergoes few changes, emotional intelligence continues to develop as we go through life and learn from our experiences; our competence in it can keep growing. In fact, studies that have measured people's emotional intelligence through the years show that most people grow more adept at handling their own emotions and impulses, at motivating themselves and at honing their empathy and social adroitness. There is an old-fashioned word for this growth in emotional intelligence: maturity. Not only can emotional intelligence be learnt, but individually we can add these skills to our tool kit for survival. This is especially relevant at a time when it seems a contradiction to put the words 'job' and 'stability' together. Emotional intelligence is no magic formula for uncompetitive organisations, no guarantee of more market share or a healthier bottom line. But if the human ingredient is ignored, then nothing else works as well as it might.

0150/1 Jun03

[Turn over

2

Part 1

Answer questions 1–12 by referring to the newspaper article about emotional intelligence on page 3. Indicate your answers on the separate answer sheet.

For questions 1–12, answer by choosing from the sections of the article (A–D). Some of the choices may be required more than once.

In which section is the following mentioned?

- | | |
|--|----------|
| the significance of emotional intelligence in work that is challenging | 1 |
| increased accuracy in the way emotional intelligence is described | 2 |
| the means by which we are assessed at work having become more comprehensive | 3 |
| the fact that emotional intelligence can be combined with other skills to improve people's ability to cope at work | 4 |
| areas in which emotional intelligence cannot be expected to offer solutions | 5 |
| people having succeeded despite inadequacies in emotional intelligence | 6 |
| the assumption that people have the academic skills to perform their jobs well | 7 |
| the negative effect that a lack of emotional intelligence can have on a person's other skills | 8 |
| the means of predicting who will excel in the workplace | 9 |
| the reason why organisations promote emotional intelligence in the workplace | 10 |
| misconceptions about what emotional intelligence involves | 11 |
| the kind of staff relations that ensure an organisation has an advantage over its rivals | 12 |

0150/1 Jun03

PAPER 1: READING

Part 2 (Questions 13–18)

4

Part 2

For questions 13–18, you must choose which of the extracts A–G on page 5 fit into the numbered gaps in the following magazine article. There is one extra paragraph which does not fit in any of the gaps. Indicate your answers on the separate answer sheet.

Beginner Takes All

Even before it was published, *The Horse Whisperer* was the hottest book of the year. A first novel by British screenwriter Nicholas Evans, it has earned its author record-breaking sums. He talks here about his inspiration and his triumph

The first months of the year were not kind to Nicholas Evans, screenwriter, producer and aspiring director. The year began badly when *Life and Limb*, a film project he had been working on for months, fell through 'almost overnight'. His disappointment mingled with stomach-churning worry: it had been two years since he had earned any money and the promise of that film had been the only buffer between him and an increasingly irate bank manager.

13

Although he was acting very much on impulse, the seeds for the story had been with him for some time, sown by a farrier he met on Dartmoor while staying with a friend. The farrier had told him the story of a docile horse that had turned, no one knew why, into a fiend. Its owners were desperate until they heard of a gypsy who, simply by talking to the animal, transformed its temperament in a matter of hours. Such men, the farrier said, were known as 'horse whisperers'.

14

'It was a funny time,' he says now. 'I was observing people, but essentially I was alone and I really felt as though my life was falling apart. I'd tried for ten years to make a go of it as a film-maker, and here I was, hugely in debt and wondering how I was going to feed the children, and thinking maybe it was all just folly.'

15

When pushed, he ventured that Evans might get \$30,000 as an advance on the book. 'I had in mind how much I needed to pay off a bit of the

overdraft and keep us going, and it was more than that. I'd spent seven months on *The Horse Whisperer*, and there were at least another two to go. \$30,000 was a really difficult figure. I was also advised to write a 12-page synopsis of the remainder of the book.'

16

The events that followed have become publishing history. Within a week – a week of hotly contested auctions – the novel had been sold to Transworld Publications in the UK for \$550,000 and to Delacorte in the US for \$3.15 million, both record-breaking advances for a first novel.

17

As they all agreed to this sum, it was decided that they should each 'pitch' to Evans. And so, one night in October, he sat in his study while four great film-makers rang, one after the other, to beg for the privilege of paying \$3 million for an unfinished novel. Evans told me all this as we sat drinking coffee on a wooden verandah perched above the leafy garden of his home. He said that he had since turned down an offer to write the screenplay of *The Horse Whisperer*.

18

He would be involved, he said, but at arm's length. The success of his novel had inevitably brought forth the offer of new backing for *Life and Limb*, but he was no longer sure that he wanted to make it. 'I think that I would be foolish not to write another novel,' he said.

5

A Evans' imagination was captured. He began researching the subject with a view to writing a screenplay – he was, after all, a film-maker. But disillusionment with the film world following the demise of *Life and Limb* prompted him to write the story as a book. And so throughout the spring he drove across the US, stopping at ranches and learning about horses and the men who work with them.

B 'It's all been such a fairy tale so far, I don't want to spoil it. Writing at that level is a very tough business, and I don't want to become an employee of these people who I like and who have paid me so much money. I'd hate to find myself writing a draft or two and then have them say, "Thanks Nick, but now we'll bring in so-and-so".'

C 'We couldn't believe it; we sat there with our jaws gaping. We'd never sent the manuscript to New York, we still don't know how it got there,' Evans says. Nor did they send it to Hollywood, but within that same week the major studios were fighting over it. 'My agent in the UK wisely involved an agent over there and when he phoned us to say, "I think we can get \$3 million outright," we laughed in disbelief.'

D As a screenwriter, he had yearned for the freedom of novelists and, when he had it, found himself 'in the middle of this immense and terrifying plain without the support of screenplay rules to guide me.' But he carries us smoothly through. Even so, he remains baffled as to why the story has captured imaginations in the mind-blowing way that it has.

E He thought that again towards the end of August, by which time he had returned home and written the first half of the book. 'At that point the bank manager was getting really very heavy with us, and I needed to know whether it was worth going on. I plucked up the courage to show it to a friend who was a literary agent; he read it and said it was "fine".'

F A wise man, finding himself in Evans' position, would have got a job. He could have gone back to being a television executive, or begun a television project that had been on hold. Instead, he made a decision that most people, Evans included, would consider insane. He bought a ticket to America and set off for three months to research his first novel.

G In October, together with the first two hundred pages of the novel, this was sent to seven UK publishers on the eve of their departure for the annual spending spree at the internationally renowned Frankfurt Book Fair. Within days his agent was on the telephone to report that he had just turned down the first offer of \$75,000. 'I said, "You what?" And he said, "It's OK, I just sense something is happening".'

01501 Jun03

[Turn over]

01501 Jun03

PAPER 1: READING

Part 3 (Questions 19–24)

7

19 When she arrived at the workshop, the writer

- A was not sure if her first impression of Hurst was accurate.
- B was offended by the way Hurst introduced himself.
- C thought that Hurst was pretending to have a lot to do.
- D thought it was obvious that Hurst did not want to speak to her.

20 Hurst has few problems selling his furniture because he

- A advertises locally.
- B is known to be a skilled craftsman.
- C uses only natural materials.
- D has a reputation for being fair.

21 What does Hurst think has led to the decline in the craft of cabinet-making?

- A It is a difficult skill to learn.
- B It is only popular in rural areas.
- C Consumers will accept poor quality furniture.
- D Simple designs do not appeal to modern tastes.

22 The writer says that when Hurst describes his 'talent', he

- A has a tendency to exaggerate.
- B reveals a natural sense of humour.
- C becomes more animated than he usually is.
- D appears more arrogant than he really is.

23 Hurst believes that it is essential for craftsmen to

- A create original furniture.
- B exhibit to a wide audience.
- C produce functional designs.
- D invest extra time in perfecting their work.

24 The writer's final impression of Hurst is that he

- A has an unusual attitude to his work.
- B believes in the special nature of his work.
- C enjoys being interviewed about his work.
- D has the ability to put his work into perspective.

[Turn over

01501 Jun03

6

Part 3

Read the following magazine article and answer questions 19–24 on page 7. On your answer sheet, indicate the letter A, B, C or D against the number of each question, 19–24. Give only one answer to each question. Indicate your answers on the separate answer sheet.

The Cabinet-Maker

Charles Hurst makes a living from perfectly crafted furniture.

Joanna Watt meets him

Charles Hurst gives the impression of being a man in a hurry. I arrive at his workshop, tucked under a railway arch in East London, and am greeted with a quick handshake and the words: 'Well, fire away then!' Whether this brusqueness is real or a front hiding a shy streak is not immediately apparent. But a glance around the workshop reveals that Hurst is obviously busy, with good reason not to waste a minute of his time.

The arched space is full of half-made pieces of furniture and planks of wood in an amazing array of natural colours. Hurst has been a cabinet-maker for ten years and has built up a very nice reputation for himself. His order book is always full for several months in advance, despite the fact that he does not really promote himself. Word has spread that if you want a decent cupboard or table, bookcase or kitchen units, Hurst is your man.

Of course, finding a furniture-maker is not that taxing a task. Wherever you live in the countryside, the craft is alive and well. But finding a cabinet-maker who prides himself on making beautifully crafted furniture with clean, simple lines is less easy. 'There are few real cabinet-makers now. People call themselves furniture-makers,' Hurst says wearily. As a craftsman who sets himself exacting standards, he is continually disappointed by some contemporary furniture. 'I am amazed by what some furniture-makers get away with, and saddened by what people will put up with.' He rails against shoddy, mass-produced furniture, and craftsmen who churn out second-rate pieces.

Such a quest for perfection is obviously a key to Hurst's success. That and his talent. This man is not coy about his ability. Indeed, his blatant self-confidence is as surprising as his initial brusque manner. 'I have a huge natural ability,' he says, with a deadpan expression. 'I have always been good at making things.' If it were not for the self-deprecating mood into which he slipped towards the end of our interview, I would have believed his conceit to be wholly genuine.

Hurst is self-taught. So how did he learn his craft? 'I asked the right questions and picked it all up,' he says nonchalantly. Almost all of his commissions come from private individuals ('I used to do some commercial work for companies but it was soul-destroying'). Some clients have returned time and again. 'You end up doing the whole of their house. That is very satisfying.' But he is honest enough to admit that relationships with clients do not always run smoothly. 'The most infuriating clients are those who don't know what they want, and then decide they do when it's too late ... my favourite clients are the exacting ones.'

If Hurst has every reason to be pleased with himself, he is also gracious in his praise for others – where it is due. With a sudden shot of modesty, he says: 'There are people far better than me. I can admire other people. After all, I wasn't trained at Parnham' (the leading college of furniture design). However, he is also unrelentingly critical of those craftsmen who 'are trying to be artists and take a year to make one piece.' He also has little time for degree shows, in which students exhibit their work but at the same time are 'trying to make fashion statements. That can be pretentious. A piece of furniture is not about making a statement. It has to be something that people really can use.'

Confident Hurst may be, even brusque, but you could never call him or his work pretentious. Indeed, his parting shot displays a welcome down-to-earth approach to his craft and a streak of humility strangely at odds with his earlier self-confidence. 'After all, I am only making furniture,' he says as I make my exit.

01501 Jun03

PAPER 1: READING

Part 4 (Questions 25–45)

9

Dorothy who?

The only British woman scientist to win the Nobel prize should be a household name in her own country, says Georgina Ferry, but she is little known

A

For the past four years, I have been subjecting friends and acquaintances to the Dorothy Hodgkin test. It's very simple: when asked what I am working on, I tell them I am writing the first biography of Dorothy Hodgkin. If their eyes light up, and they say things like 'Surely there's one already?' they have passed.

Why should people in Britain know about Dorothy Hodgkin? The fact that she is the only British woman scientist to have won a Nobel prize ought to be enough. Anyone who held the same distinction in literature would be a household name. But Hodgkin, who died in 1994, was a remarkable individual by any standards, as many-faceted as the crystals she studied. Her life reflects some of the greatest upheavals of the 20th century: among them, the advancement of women's education and the globalisation of science.

When I began my research, I set out to read some scientific biographies. One of Hodgkin's friends recommended a new biography of Linus Pauling. Pauling was a close friend and contemporary of Hodgkin, worked in the same branch of science and shared a commitment to campaigning against nuclear weapons. I hurried to the main bookshop in the university town where I live, only to discover that not a single biography of Pauling was on the shelves. I now realise I was naive to be surprised that Pauling was not deemed sufficiently interesting to British readers, even though he was the most influential chemist of the 20th century and a winner of Nobel prizes for both chemistry and peace.

B

Even scientists themselves have doubted the value of the scientific biography. 'The lives of all scientists, considered as lives, invariably make dull reading', wrote the late Peter Medawar, another Nobel laureate, who laid most of the scientific groundwork that now makes organ transplants possible.

If scientists propagate this negative view, it is hardly surprising if publishers and booksellers share it. Treating scientists differently from everybody else as biographical subjects is one of the outstanding symptoms of the 'two cultures' mentality, the belief that there is an unbridgeable divide of understanding between the arts and sciences, still prevalent in the literary world. Few but the towering giants of science make it into the biography sections of bookshops.

Of course it is nonsense to say scientists, as a group, lead less interesting lives than artists and writers, or actors, or politicians. For some, the fastidiousness involved in maintaining scientific credibility extends to any kind of media appearance. A leading geneticist once told me he was happy to be interviewed about his work, but did not want to be quoted directly or photographed, because he did not want to be perceived as 'self-promoting'.

01501 Jun03

8

Part 4

Answer questions 25–45 by referring to the newspaper article on pages 9–10 about scientific biographies. Indicate your answers on the separate answer sheet.

For questions 25–45, answer by choosing from the sections of the article A–D. Some of the choices may be required more than once.

Which section mentions the following?

the continuing general scarcity of biographies of scientists	25
an increase in the number of ways scientists are featured in the media	26
certain parallels between the lives of two people	27
the fact that science can become accessible to the non-scientist	28
the changing nature of books about scientists	29
an attitude which is common to scientists and people working in the book trade	30
the lack of trust people sometimes have in scientists	31
someone whose scientific research went much further than others had believed possible	32
someone whose life mirrors historical developments	33
biographies which include the less positive aspects of a scientists life	34
the lessons to be taken from someone else's life	35
growing public interest in the everyday lives of brilliant people	36
the greatest difficulty in writing the biography of a scientist	37
someone who was modest about the interest of their own life to others	38
an achievement that would gain more general recognition if it were in another field	39
the fact that most people's comprehension of science does not go beyond the basics	40
the idea that people who study in different disciplines cannot be of interest to one another	41
the fact that people are not ashamed if they are unaware of the names of great scientists	42
an attitude which dissuades people from following a scientific career	43
an expectation that was too optimistic	44
the absence of personal information in most scientific biographies	45

01501 Jun03

PAPER 1: READING

Part 4 (Questions 25–45)

10

C

The avoidance of the personal conveys a false impression of the enterprise of science that discourages young people from joining in, and fosters more public suspicion than it dispels.

Fortunately, gaps are appearing in the smokescreen. Contemporary scientists now regularly appear in the public eye in contexts other than the straightforward scientific interview. For instance, Professor Richard Dawkins presents prizes to winners of a TV quiz, and geneticist Steve Jones advertises cars on television. No doubt these activities have raised eyebrows in laboratories but they have done more to make scientists recognisable as people than any number of academic papers.

The publishing world is also undergoing a transformation. Scientific biographies and autobiographies, if they appeared at all, used to be rather scholarly but dull and over-reverent. The life which the scientist in question led outside work – marriage, children, things most people regard as fairly central to their existence – was often dismissed in a couple of paragraphs. That changed with Richard Feynman's *Surely You're Joking, Mr Feynman?*, the hilarious and affecting memoir of a man who also happened to be one of the century's greatest theoretical physicists.

More recently, even the greatest names in science, such as Isaac Newton, Charles Darwin, Albert Einstein and Marie Curie have been allowed to appear with all their flaws clearly visible. To the reader, it does not matter that Einstein's relationship with his family is 'irrelevant' to his General Theory of Relativity. The question of how creative genius copes with emotional ups and downs, trivial practicalities, the social demands of ordinary life, is absorbing in its own right.

D

Dorothy Hodgkin was devoted to her scientific work. Her most important successes were solving the structure of penicillin and vitamin B12, which won her the Nobel prize for chemistry in 1964, and of insulin, which her group solved in 1969. In each case she pushed the technique into realms of complexity others deemed unreachable at the time.

But she also had three children to whom she was devoted and was married to a frequently absent husband with a career as a historian. Her personal life is not strictly relevant to her work as a scientist, but surely we can all learn from her capacity to unite the disparate threads of her life into a coherent whole. There is much in her life of universal interest, but it would be disloyal of me to imply that this does not include the science itself. Scientific inquiry was the passion of Hodgkin's life, as it has to be for any successful scientist.

How to communicate the nature of this passion is the hardest task for the scientific biographer. Most readers are not equipped with enough fundamental scientific concepts to grasp more complex ideas without a lot of explanation. Understanding scientific ideas is not really any more difficult than reading Shakespeare or learning a foreign language – it just takes application. It is sad to think that educated people, who would be embarrassed if they failed to recognise the name of some distinguished literary or artistic figure, continue to live in happy ignorance of the rich heritage represented by scientists such as Dorothy Hodgkin.

015011 Jun03

PAPER 1: READING

Answer keys and answer sheet

PART ONE

- 1 C
- 2 B
- 3 A
- 4 D
- 5 D
- 6 C
- 7 A
- 8 C
- 9 A
- 10 C
- 11 B
- 12 C

PART TWO

- 13 F
- 14 A
- 15 E
- 16 G
- 17 C
- 18 B

PART THREE

- 19 A
- 20 B
- 21 C
- 22 D
- 23 C
- 24 D

PART FOUR

- 25 B
- 26 C
- 27 A
- 28 D
- 29 C
- 30 B
- 31 C
- 32 D
- 33 A
- 34 C
- 35 D
- 36 C
- 37 D
- 38 B
- 39 A
- 40 D
- 41 B
- 42 D
- 43 C
- 44 A
- 45 C



Candidate Name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination
Details

Multiple-choice Answer Sheet

Use a pencil.

Mark ONE letter for each question.

For example, if you think C is the right answer
to the question, mark your answer sheet like this:

Rub out any answer you wish to change with an eraser.

0 A B C D E F G H I

1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I
6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I
16	A	B	C	D	E	F	G	H	I
17	A	B	C	D	E	F	G	H	I
18	A	B	C	D	E	F	G	H	I
19	A	B	C	D	E	F	G	H	I
20	A	B	C	D	E	F	G	H	I

21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I
23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I
36	A	B	C	D	E	F	G	H	I
37	A	B	C	D	E	F	G	H	I
38	A	B	C	D	E	F	G	H	I
39	A	B	C	D	E	F	G	H	I
40	A	B	C	D	E	F	G	H	I

CAE 1

DP306/080

PAPER 3: ENGLISH IN USE

Part 1 (Questions 1–15)

3

- | | | | | | | | | |
|----|---|--------------|---|--------------|---|-------------|---|--------------|
| 0 | A | expressed | B | directed | C | indicated | D | guided |
| 1 | A | amenable | B | dependable | C | responsible | D | reliable |
| 2 | A | tendency | B | inclination | C | possibility | D | intention |
| 3 | A | proposes | B | advances | C | introduces | D | suggests |
| 4 | A | Views | B | Aspects | C | Factors | D | Pieces |
| 5 | A | expectations | B | implications | C | assumptions | D | propositions |
| 6 | A | surely | B | plainly | C | evidently | D | directly |
| 7 | A | felt | B | endured | C | encountered | D | touched |
| 8 | A | pulse | B | speed | C | pace | D | rate |
| 9 | A | evolved | B | extended | C | advanced | D | elevated |
| 10 | A | battle | B | fight | C | quarrel | D | struggle |
| 11 | A | activate | B | motivate | C | stimulate | D | animate |
| 12 | A | manages | B | cope | C | bears | D | holds |
| 13 | A | vital | B | important | C | compulsory | D | dominant |
| 14 | A | notify | B | report | C | associate | D | communicate |
| 15 | A | conditions | B | stages | C | states | D | positions |

0152/3 Mar05

[Turn over

2

Part 1

For questions 1–15, read the text below and then decide which answer on page 3 best fits each space. Indicate your answers on the separate answer sheet. The exercise begins with an example (0).

Example:

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What we know about music and the brain

Work on the human brain has (0) how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and right halves, or hemispheres, of the brain are (1) for different functions. While language is processed in the left, or analytical hemisphere, for most people music is processed in the right, or emotional hemisphere. However, professional musicians have the (2) to process music in the left hemisphere more often than those without musical training do. This (3) they are having a different experience – which is likely to be the case because they are analysing music rather than just listening to it. (4) of music like tone, pitch and melody are all probably processed in different parts of the brain. Some features of musical experience are processed not just in the auditory parts of the brain, but in the visual ones. We don't yet fully understand the (5) of this.

The tempo of music seems to be (6) related to its emotional impact, with fast music often (7) as happier and slower music as sadder. It is the same with the major biological rhythm of the body: our heart (8) quickens when we're happy, but slows when we're sad. Military music may have (9) from attempts to get us ready for (10) by using fast drumming to (11) our hearts to beat faster. Music is perhaps one of the most complex experiences the brain (12) with and it has become an absolutely (13) part of our rituals and ceremonies. It has power beyond language to (14) mood and co-ordinate our emotional (15)

0152/3 Mar05

PAPER 3: ENGLISH IN USE

Parts 2 and 3 (Questions 16–46)

5
Part 3

In most lines of the following text, there is **one** unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line **31–46**, find this word and then write it in the box on your answer sheet. **Some lines are correct.** **Some lines are correct.** Indicate these lines with a tick (✓) in the box. The exercise begins with two examples (0) and (00).

0	✓	0
00	made	00

Sumo wrestling

- 0 Japanese sumo wrestling is generally considered to be one of the
00 oldest organised sports on earth. Men have been made fighting each
31 other in the wrestling ring for more over a thousand years, and four
32 hundred years ago, wrestlers were to be found throughout Japan. The
33 organisational and structure of the sport began in the 1680s, with
34 most of the basic rules remaining largely unchanged ever since. The
35 ring itself is considered a sacred place, and even for this reason,
36 wrestlers must throw a handful of some salt into it before they may start
37 fighting. When they are in the ring, which is five metres in its diameter,
38 the men must fight between each other until one of them is knocked
39 down or push out of the ring. Slapping, tripping, and judo-style moves
40 are all allowed, whereas punching him with a fist is not. There is no
41 upper weight in limit, which is why many sumo wrestlers spend years
42 long trying to make themselves put on weight. The Sumo Association
43 runs six major tournaments a year. A tournament lasts during fifteen
44 days and each wrestler fights every other wrestler. The tournament is a
45 gruelling test of strength and stamina, and the man who has the far best
46 record all over the two-week period is judged to have won the championship.

0152/3 Mar/05

[Turn over

4
Part 2

For questions **16–30**, complete the following article by writing each missing word in the correct box on your answer sheet. **Use only one word for each space.** The exercise begins with an example (0).

Example:	0	of	0
----------	---	----	---

Mosquitoes

According to the World Health Organisation, malaria, a disease spread by mosquitoes, affects millions (0) people every year. Everyone knows how irritating the noise made by a mosquito, (16) by a painful reaction to its bite, can be. It is astonishing that so (17) is known about why mosquitoes are drawn to or driven away from people, given (18) level of distress and disease caused by these insects. We know that the most effective chemical (19) protecting people against mosquitoes is *diethyltoluamide*, commonly shortened (20) *deet*. (21) *deet* works well, it has some serious drawbacks: it can damage clothes and some people are allergic to it.

Scientists know that mosquitoes find some people more attractive than others, but they do not know (22) this should be. They also know that people vary in (23) reactions to mosquito bites. One person has a painful swelling while (24) , who is bitten by the same mosquito, (25) hardly notice. Scientists have (26) discovered the reason for this, but they have carried (27) experiments to show that mosquitoes are attracted to, or put (28) by, certain smells. In the future, scientists hope to develop a smell that mosquitoes cannot resist. This could be used in a trap (29) that, instead of attacking people, mosquitoes would fly into the trap and be destroyed. For the time (30) however, we have to continue spraying ourselves with unpleasant liquids if we want to avoid getting bitten.

0152/3 Mar/05

7

BOOK REVIEW

A recommended book on the cinema

There are (54) volumes on the history of the cinema. Some provide only a brief overview. But *Chronicle of the Cinema*, a remarkable volume on the history of the cinema, is an (55) work, with no development of any (56) being overlooked. The book opens with a chapter on the historic first screening of a moving picture, and works its way (57) through to the present day. Thousands of items are presented in a way that bears a strong (58) to contemporary newspaper reports. But what makes this book a treat is its (59) illustrations. These are (60) and include full-colour reproductions of some of the most unforgettable movie posters ever designed. The whole atmosphere of the Hollywood films of the 1940s is conveyed with great (61) in these posters.

- (54) COUNT
- (55) INFORM
- (56) SIGNIFY
- (57) PROGRESS
- (58) RESEMBLE
- (59) STAND
- (60) PLENTY
- (61) AUTHENTIC

[Turn over

0152/3 Mar/05

6

Part 4

For questions 47–61, read the two texts on pages 6 and 7. Use the words in the boxes to the right of the texts to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example: 0 construction 0

NEWSPAPER ARTICLE

Dutch bridge-builder

Pieter Lodewijk Kramer (1881–1961) was responsible for the (0) of some of the most famous bridges in Amsterdam.

As road traffic increased in Amsterdam at the beginning of the last century, the city started demolishing (47) older structures in the city centre. But when workmen began pulling down the most attractive bridges and (48) them with modern iron ones, there was strong public (49) As a result, the position of architectural (50) was created, and in 1917 Kramer took up the post.

Kramer built no fewer than 220 bridges. Each exemplifies Kramer's individual style: his acute sense of detail and his use of many unusual (51) of stone and iron.

Kramer's bridges, which are now a (52) part of the Amsterdam landscape, were largely ignored until a Dutch museum presented an (53) successful exhibition of his work in 1995.

- (0) CONSTRUCT
- (47) NUMBER
- (48) PLACE
- (49) APPROVE
- (50) ADVICE
- (51) COMBINE
- (52) DISTINCT
- (53) ASTONISH

0152/3 Mar/05

PAPER 3: ENGLISH IN USE

Parts 5 and 6 (Questions 62–80)

9
Part 6

For questions 75–80, read the following text and then choose from the list A–I given below the best phrase to fill each of the spaces. **Indicate your answers on the separate answer sheet.** Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.**

An odd place to live

Everyone needs somewhere to live and work, and humans will construct buildings almost anywhere, using even ice or mud as materials if nothing else is available. In the industrialised world, the problem is not finding materials for building but limited space and the high price of land. The solution in most big cities is to build skyscrapers high into the air (75) Some architects have proposed turning skyscrapers on their heads and building down into the ground. This may seem an unusual concept (76) Such places could accommodate 100,000 people without using up valuable surface land. The underground city is technically feasible but there is a massive psychological barrier to be overcome. Will people be able to deal with living away from the sun and sky? The underground 'city' could be restricted to places of entertainment and office buildings (77) Some such buildings do exist. In Minneapolis, USA, there is a building which is 95 per cent underground (78) This is achieved by an elaborate system of mirrors. Living underground means you do not know what the weather is like (79) For example, the Asahi television centre in Tokyo is 20 metres below the surface (80) It seems that subterranean workers miss real weather even when it is bad!

- A but extensive railway systems exist underground so why not huge cities?
- B but architects make great efforts to mimic conditions above ground.
- C but even being buried just for your working hours may not seem attractive.
- D but human psychology makes this possible.
- E but who would not accept these working conditions?
- F but even the lowest floors get some sunlight.
- G but technical difficulties cannot be overcome.
- H but a special shower system can create the impression of rain.
- I but is there an alternative to building up?

0152/3 Mar05

8
Part 5

For questions 62–74, read the following job advertisement and use the information in it to complete the numbered gaps in the e-mail. Write the new words in the correct boxes on your answer sheet. The words you need **do not occur** in the job advertisement. **Use no more than two words for each gap.** The exercise begins with an example (0).

Example: 0 looking for 0

JOB ADVERTISEMENT

Holiday Representatives

We are seeking to appoint Holiday Representatives capable of working independently and also of managing teams of people. A minimum of 5 years' experience in the tourist industry is essential and experience in an international environment is preferred.

Applications should contain full details of educational background, previous and current employment, present salary and leisure activities. IT skills are essential and preference will be given to candidates with an ability to speak a foreign language.

The job will involve frequent foreign travel accompanying tourists, and also periods in our London offices. Accommodation overseas will be provided.

Closing date for applications is 31 January.

For further details, go to our website at www.holidayreps.com

E-MAIL

To: Eve
From: Peggy
Date: 16 January

I've just seen an ad for holiday reps and I thought of you. The person they are (0) must be able to work on (62) and also to take (63) teams. You have to have worked for (64) 5 years in tourism – so you're OK. They (65) have someone who has worked abroad.

They want to know the usual stuff – where you went to school and how well you did, where you've worked before and where you're working at (66) Also what you're (67) and how you (68) free time. You (69) IT skills and your knowledge of French will give you an (70) You'll have to travel abroad (71) with tourists but will also work a bit in London. They'll find you somewhere to (72) wherever you have to work abroad.

You've got to (73) application in by the end of the month. If you want (74) , check out their website (www.holidayreps.com).

0152/3 Mar05

PAPER 3: ENGLISH IN USE

Answer keys

PART ONE

- 1 C
- 2 A
- 3 D
- 4 B
- 5 B
- 6 D
- 7 A
- 8 D
- 9 A
- 10 A
- 11 C
- 12 B
- 13 A
- 14 D
- 15 C

PART TWO

- 16 followed/accompanied
- 17 little
- 18 the
- 19 for
- 20 to
- 21 Though/Although/Whilst/While
- 22 why
- 23 their
- 24 another
- 25 may/might/will
- 26 not/never
- 27 out
- 28 off
- 29 so
- 30 being

PART THREE

- 31 more
- 32 ✓
- 33 and
- 34 ✓
- 35 even
- 36 some
- 37 its
- 38 between
- 39 push
- 40 him
- 41 in
- 42 long
- 43 during
- 44 ✓
- 45 far
- 46 all

PART FOUR

- 47 numerous/innumerable
- 48 replacing/replaced
- 49 disapproval
- 50 adviser/advisor
- 51 combinations
- 52 distinctive
- 53 astonishingly
- 54 countless
- 55 informative
- 56 significance
- 57 progressively
- 58 resemblance
- 59 outstanding
- 60 plentiful
- 61 authenticity

PART FIVE

- 62 their/his/her + own
- 63 responsibility for/charge of/care of
- 64 at least
- 65 would rather/would sooner
- 66 the moment
- 67 being paid/earning (now)/paid (now)/getting paid
- 68 spend your/fill your/occupy your
- 69 must have/need/really need/will need
- 70 advantage/edge/extra advantage
- 71 regularly/a lot/often
- 72 live/stay (overnight)
- 73 get your/send your/have your
- 74 more information/additional information

PART SIX

- 75 I
- 76 A
- 77 C
- 78 F
- 79 B
- 80 H

N.B. The mark scheme for Part 5 may be expanded with other appropriate answers.

PAPER 3: ENGLISH IN USE

Answer sheet

Part 3

Do not write here

1 31 0

1 32 0

1 33 0

1 34 0

1 35 0

1 36 0

1 37 0

1 38 0

1 39 0

1 40 0

1 41 0

1 42 0

1 43 0

1 44 0

1 45 0

1 46 0

Part 5

Do not write here

1 62 0

1 63 0

1 64 0

1 65 0

1 66 0

1 67 0

1 68 0

1 69 0

1 70 0

1 71 0

1 72 0

1 73 0

1 74 0

Part 6

Do not write here

1 75 0

1 76 0

1 77 0

1 78 0

1 79 0

1 80 0

Part 4

Do not write here

1 47 0

1 48 0

1 49 0

1 50 0

1 51 0

1 52 0

1 53 0

1 54 0

1 55 0

1 56 0

1 57 0

1 58 0

1 59 0

1 60 0

1 61 0

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name

Centre No.

Candidate No.

Examination Details

Centre

Supervisor:

0 0 0 0 0

1 1 1 1 1

2 2 2 2 2

3 3 3 3 3

4 4 4 4 4

5 5 5 5 5

6 6 6 6 6

7 7 7 7 7

8 8 8 8 8

9 9 9 9 9

Candidate Signature

Examination Title

Centre

Supervisor:

0 0 0 0 0

1 1 1 1 1

2 2 2 2 2

3 3 3 3 3

4 4 4 4 4

5 5 5 5 5

6 6 6 6 6

7 7 7 7 7

8 8 8 8 8

9 9 9 9 9

Candidate Answer Sheet

Use a PENCIL (B or HB). Rub out any answer you wish to change with an eraser.

For Parts 1 and 6:
Mark ONE letter for each question.
For example, if you think B is the right answer to the question, mark your answer sheet like this:

0 A B C D

0 example

Part 1

Do not write here

1 16 0

1 17 0

1 18 0

1 19 0

1 20 0

1 21 0

1 22 0

1 23 0

1 24 0

1 25 0

1 26 0

1 27 0

1 28 0

1 29 0

1 30 0

Part 2

Do not write here

1 16 0

1 17 0

1 18 0

1 19 0

1 20 0

1 21 0

1 22 0

1 23 0

1 24 0

1 25 0

1 26 0

1 27 0

1 28 0

1 29 0

1 30 0

Turn over for Parts 3 - 6

DP394/338

CAE 3

38 CAE HANDBOOK | PAPER 3: ENGLISH IN USE - ANSWER SHEET